

THE EFFECT OF APPLICATION OF READING ALOUD ON SENIOR HIGH SCHOOL STUDENTS' SPEAKING ABILITY

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ABSTRACT

This research aimed to find out the effect of the application of reading aloud to improve students' speaking ability at grade X of SMA Bina Mulya Bandar Lampung 2019. Reading aloud was used to help the students to improve their speaking ability and make them enjoyed in learning English. Data were collected with a pre-test, treatment and post-test. Then, they were analysed with t-Test for two group design. Treatment using reading aloud was administered to experimental group, while control group received technique which was usually used by the teacher. Data analysis was attempted by using t-Test for two group design. Based on the computation, t-value: 7.61 was bigger than p-value in 1%: 2.68 and 5%: 2.01. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. I concluded that there was an effect of the application of reading aloud to improve students' speaking ability.

Keyword: Reading Aloud, Speaking, Ability.

INTRODUCTION

Reading is viewed as a key to open the world's door as Seuss (1978, p. 27) says, "The more that you read, the more things that you will know. The more that you learn, the more places you'll go". Through reading the word, phrase and sentence, the students will be leaded to read the world (Freire & Macedo, 2005, p. 22). U.S Department of Education (2005) explained that in their early years, students start talking, listening, pretending to read, learning how to handle the books or magazines, learning about print, identifying the words, connecting

the words and the sounds, connecting it to their prior knowledge, predicting the story, summarizing the story, learning to write, then reading simple books.

Furthermore, reading is an important skill in developing language skill, because reading skill is one of the main points to master English. From reading, the student can get information and entertainment beside their study target. It is categorized as an active process; the students are able to get a lot of information from the text. Here, the readers are expected not only able to comprehend or understand the written symbols combined with their prior knowledge but also comprehend what is stated and what is unstated in the text. Moreover, comprehension in reading as a matter of making sense of text, of relating written language to what we know already and to what we want to know. In addition, Harrison (2004: 3) states that the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability.

In line with Harrison (2004:3), reading aloud by the teacher helps readers discover units of meaning that arise from multi-word phrases rather than meaning that is derived from individual words. Reading aloud performed by the teachers can additionally reinforce correct understanding of punctuation and intonation and can strengthen student comprehension. Reading aloud also help them to improve their speaking ability (Amer, 1997).

Reading is very important for the students because with reading the students are able to express their idea, thinking and feeling in written and oral form. With reading, the students can improve their speaking and they can get the knowledge or kinds of information. English is difficult to learn by Indonesian people especially for students. In teaching learning process, a teacher acts as a motivator who helps the students in improving language skills. Reading aloud is vitally important, because it is a form of communication. Communication itself will run well if it is used through certain aid that is language. By reading aloud, the students are hoped to pronounce the English words correctly and the teacher will also find out the difficulties which the students face, whether in their spelling or in the way they pronounce the words.

Based on the problems, appropriate teaching method in reading is a good solution. This can help students to improve students' speaking ability. I want to focus on reading and it is effect. I assume that by using the applications of reading aloud on students' ability to improve speaking, the teaching and learning process would be more effective to encourage

the students to learn English. To solve the problem, the applications of reading aloud will be applied in teaching. From the background above, the problem is formulated as follows: Is there any effect of the application of reading aloud to improve students' speaking ability at grade X of SMA Bina Mulya Bandar Lampung?

Based on the formulation of the problem, the objective of the research is to investigate if there is effect of the application of reading aloud to improve students' speaking ability. The effect is known after I do the research to check their abilities to improve speaking by using the application of reading aloud. There is some benefit of the research. The research can contribute to the development of English teaching learning process. Besides that, it can give the information to English teacher about the effect of reading aloud on students' ability to improve speaking, develop the students' ability in reading and motivate them to read. To the other researcher, this research can be reference for further research and can give new knowledge in conducting the better research.

The scope of this research is described into the subject of the research and the object of the research. The subject of the research is the students of grade X of SMA Bina Mulya Bandar Lampung 2018/2019. The subject consists of two classes. The object of this research is the students' ability in speaking. The research is conducted at SMA Bina Mulya at Badak Ujung street No. 35A Kedaton, Bandar Lampung.

METHOD

Population and Sample

The population was a group of people or objects that had the similarity in one or a few things and that formed a major problem within a particular research (Surakhmad, 1990). Not all members of the target population was examined. Research was only done toward representative of the population. Small groups were taken from a population was called sample. (Nana, S.S, 2008)

In this research, I needed a sample which was taken from a population. The population in this research was grade X students of SMA Bina Mulya Bandar Lampung. The number of the population consisted of 85 students. It was divided into three classes. The sample of the research was determined with cluster sampling technique. I took randomly to choose two classes consisted of one as an experimental group and other class as a control group. Each class consisted of 25 students. The experimental group was taught with using reading aloud and control group was taught with traditional teaching.

Research Procedure

The procedure of this research was selected the sample from the population. I identified grade X students of SMA Bina Mulya Bandar Lampung as the population. The research used cluster sampling technique to get the sample. In selecting materials, I referred to the syllabus adopted in the first semester of grade X. I administered two pre-tests in order to find out the students' speaking ability before treatments. In the test, I asked the students to read a paragraph in 15 minutes. Then asked the students to speak about the summary of text content. Treatments were conducted twice a week. Each meeting was 80 minutes. In the treatment, I taught reading with reading aloud. The topics in the reading are the same as topics in the pre-test. Experimental group was treated with the application of reading method while control group received traditional teaching. Two post tests were conducted after the treatment. In this test the students were asked to read a paragraph based on particular topics in 15 minutes then students made a summary as same as in pre-test. After the post test, I analysed the students' scores and calculated it by using t-test.

Research Instrument

To get the data of students' speaking skill, I used reading test by using reading aloud after that students made a summary about the content of the text. Students told the story by speaking. I gave the students 5 minutes to speak.

Data Collection

Pre-test, treatment and post-test were attempted to find out the effect of the application of reading aloud on students' ability to improve speaking. In the pre-test, two pre-tests had been done for the experimental group and the control group before the treatment. The test was administered as a spoken test. The respondents were asked to make a summary about the content of the text.

In the treatment, it was done for experimental group three times. I taught the students about how to improve speaking by using reading aloud. After the pre-test and the treatment, I gave the two post tests for the control group and the experimental group. The purpose of the post test was to find out the students' ability to improve speaking. The topics of the post-test had the same version of the pre-test.

Data Analysis

I analysed the data taken through pre-test and post-test. The result of the tests of the experimental group and the control group statistically were analysed by using t-Test for two

group design in order to find out if there was significant difference between the means of the two group.

RESULT AND DISCUSSION

Result

This research is quantitative. It is conducted at grade tenth students of SMA Bina Mulya Bandar Lampung. The objective of the research is to find out if there is effect of the application of reading aloud to improve students speaking ability of SMA Bina Mulya Bandar Lampung in 2019. I analyse the data by collecting the scores of pre-test and post-test in the experimental and control group. I compare them by using t-Test for two group design. I have some aspects that are related to the research. They are the research procedures of experimental and control group, the statistical calculation of experimental and control group, and the calculation of t-Test for two group design of experimental and control group.

Discussion

This section explains about the discussion of the research result. It divided into three discussions. The first is the result of the students' score that they get in the pre-test and the post-test after they accept the application of reading aloud as the treatment in the experimental group, the second is the result of the students' score that they get in the pre-test and the post-test after they accept the traditional teaching in the control group, and the last is the results of all the calculations that give the final findings. The highest score in the experimental group is 80 and the lowest score is 20. After I give the treatment by using the application of reading aloud, the highest score changes 92 and the lowest score 40. This indicates that the application of reading aloud can affect in changing their speaking ability that they have before.

Meanwhile, the highest score in the control group is 72 and the lowest score is 20. After the traditional teaching is given, the highest score changes 84 and the lowest score 20. It indicates that there is no change in meaning. The student who gets the highest score because basically she is a smart.

From the computation, t-value is 7.61. This is referred to t-test table (appendices) with degree of freedom (df) = 48. It is in the level of significance of 5% = 2.01 and 1% = 2.68. Therefore, the data shows that t-value is bigger than p-value ($7.61 > 2.01 / 2.68$). It means that the result is statistically significant. Therefore, I assume that the application of

reading aloud is needed to be applied in teaching learning process. It can help them to pronounce word and add vocabulary, so that their speaking ability will be better.

CONCLUSION AND REMARKS

Conclusion

From data of the research result which I get and I calculate, it can be concluded that there is effect of the application of Reading Aloud to improve students' speaking ability of grade tenth of SMA Bina Mulya Bandar Lampung in 2019. The conclusion is taken based on some reviews.

The first is the total score before I do the treatments. The total score of the pre-test in the experimental group is 1180 and the total score of the pre-test in the control group is 1088. The second is the total score after treatments (post-test) in the experimental group is 1760 and the total score of post-tests in the control group is 1308. The third is statistical analysis by using t-Test for two group design. It finds that t-value = 7.61 is bigger than p-value with degree of freedom (df) = 48 in 5% = 2.01, 1% = 2.68. The last is hypothesis. The result from t-value is bigger than p-value. It indicates that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

Remarks

Based on the result, I would like to give some suggestions for the teacher, the students, and the school. These remarks are hoped to build motivation to be better for teaching learning. The teachers are suggested to use reading aloud in teaching speaking because it is a simple technique and one of the alternatives to use in teaching learning. The teacher must evaluate their student how far their students can pronounce the English words correctly and understand about the material and support them actively in speaking. It can make the students more interesting to learn English and can be motivated them to improve their speaking ability. In correcting the student's mistakes, it would be better if the teacher is expected to use wisely managed in order not to discourage their students.

The students should desire to read so they can develop their ability. Second, the students should study English well and more active during in the teaching learning process. Third, the students must practise their English more often, especially in speaking

Furthermore, the school should provide facilities in learning English, by providing English Laboratory, speaker, LCD, projector and many collection English books in the

library, so students can borrow then practice their reading ability at home by using the application of reading aloud. This can stimulate teachers' and students' interest in teaching and learning English better.

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